

## DOCUMENT RESUME

ED 426 350

CS 013 359

TITLE Student Performance in Reading and Writing, Grade 4 and Student Performance in Reading Comprehension, Grade 3. Spring 1998. Colorado Student Assessment Program. 2nd Annual Report to the Colorado General Assembly.

INSTITUTION Colorado State Dept. of Education, Denver.

PUB DATE 1999-01-01

NOTE 64p.

PUB TYPE Reports -- Research (143)

EDRS PRICE MF01/PC03 Plus Postage.

DESCRIPTORS Elementary Education; Grade 3; Grade 4; \*Reading Achievement; \*Reading Comprehension; State Surveys; \*Writing Achievement

IDENTIFIERS \*Colorado; Colorado Student Assessment Program

## ABSTRACT

This report describes student performance in third grade Reading Comprehension and fourth grade Reading and Writing from the spring 1998 administration of the Colorado Student Assessment Program (CSAP). In this second administration of CSAP, all third and fourth grade students in Colorado were accounted for. The report provides policymakers, educators, parents, and the community with a general accounting and a concise overview of the performance of Colorado's third and fourth grade students relative to the State Model Content Standards in third grade Reading Comprehension and fourth grade Reading and Writing. The report presents results from the first assessment of third grade Reading Comprehension and the second assessment of fourth grade Reading and Writing. Between March 1 and March 26, 1998, 52,373 third grade students in Colorado were assessed in Reading Comprehension; 52,065 fourth grade students were assessed in Reading; and 52,023 fourth graders were assessed in Writing. Part 1 of the report summarizes student performance in third Grade Reading Comprehension, Part 2 summarizes student performance in fourth grade Reading, and Part 3 summarizes student performance in fourth grade Writing. Results on student performance are reported by gender, race and ethnicity, disabling condition, test accommodation, and size of district. Summary results of student performance for each school district and student performance by school socioeconomic classification are also provided. (Contains 28 tables and 3 figures of data; appendixes contain performance level descriptors for grade three Reading, grade 4 Reading, and grade 4 Writing.) (RS)

\*\*\*\*\*  
\* Reproductions supplied by EDRS are the best that can be made \*  
\* from the original document. \*  
\*\*\*\*\*

# COLORADO

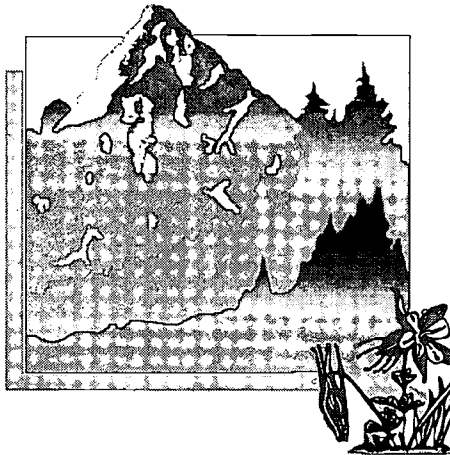
Student Assessment Program

## STUDENT PERFORMANCE IN READING AND WRITING GRADE 4

and

## STUDENT PERFORMANCE IN READING COMPREHENSION GRADE 3

SPRING 1998



2nd Annual Report to the Colorado General Assembly  
by

The Colorado Department of Education  
Dr. William J. Moloney, Commissioner  
Richard G. Elmer, Deputy Commissioner

BEST COPY AVAILABLE

January 1, 1999

U.S. DEPARTMENT OF EDUCATION  
Office of Educational Research and Improvement  
EDUCATIONAL RESOURCES INFORMATION  
CENTER (ERIC)

☒ This document has been reproduced as  
received from the person or organization  
originating it.

☐ Minor changes have been made to  
improve reproduction quality.

• Points of view or opinions stated in this  
document do not necessarily represent  
official OERI position or policy.

PERMISSION TO REPRODUCE AND  
DISSEMINATE THIS MATERIAL HAS  
BEEN GRANTED BY

*N. Bolt*

TO THE EDUCATIONAL RESOURCES  
INFORMATION CENTER (ERIC)

**ANNUAL REPORT  
ON THE  
COLORADO STUDENT ASSESSMENT PROGRAM  
STUDENT PERFORMANCE IN  
READING COMPREHENSION  
THIRD GRADE  
&  
READING AND WRITING  
FOURTH GRADE  
SPRING 1998**

**In Accordance with House Bill 97-1249**

**Colorado Revised Statutes 22-7-409(2)**

**Prepared for the Colorado General Assembly**

**By**

**The Colorado Department of Education**

**Dr. William J. Moloney, Commissioner**

**Richard G. Elmer, Deputy Commissioner**

**January 1, 1999**

**Legal Basis for the Report Herein**

*House Bill 97-1249*

*Colorado Revised Statutes 22-7-409(2)*

*The department shall prepare an annual report of the results of the statewide assessments which shall be submitted no later than January 1, 1998, and no later than each January 1 thereafter, to the education committees of the house of representatives and the senate and to the governor and which shall be made available upon request to members of the public. In the report, the department shall present the percentage of students achieving each of the performance levels specified by the board, calculated for the state as a whole, for each district and by district size. The department shall also report the percentage of students in the state achieving each of the performance levels by gender, race, separate disabling condition, and ethnicity. The department shall also report said percentages of schools, categorizing the schools by socioeconomic status determined by the number of students eligible for free or reduced-cost lunch.*

## Table of Contents

<b><i>Legal Basis for the Report Here</i></b>	
<b><i>Foreword</i></b>	<b><i>vi</i></b>
<b><i>Standards-Based Education and Assessment in Colorado</i></b>	<b><i>7</i></b>
Purpose of the Colorado Student Assessment Program	7
Description of the 1998 Assessments	7
Content and Organization of This Report	8
Part 1: Student Performance in Third Grade Reading Comprehension	8
Part2: Student Performance in Fourth Grade Reading	8
Part 3: Student Performance in Writing	8
<b><i>Part 1 Student Performance in Reading Comprehension Grade 3 CSAP Spring 1998</i></b>	<b><i>9</i></b>
<b><i>Section 1.1. Performance of 3rd Grade Students Statewide in Reading</i></b>	
<b><i>Comprehension</i></b>	<b><i>10</i></b>
Number of Students Assessed	10
Table 1. Student Assessment Status in Reading CSAP Spring 1998	10
<b><i>Performance of Students Statewide in Reading Comprehension</i></b>	<b><i>11</i></b>
<b>Figure 1. Reading Performance of All 3rd Grade Students</b>	
CSAP Spring 1998	11
Table 2. Reading Performance of All 3rd Grade Students CSAP Spring 1998	12
<b>Student Performance in Reading by Gender</b>	<b>12</b>
Table 3. Reading Performance of 3rd Grade Students by Gender CSAP Spring 1998	12
<b>Student Performance in Reading by Race and Ethnicity</b>	<b>13</b>
Table 4. Reading Performance of 3rd Grade Students by Race and Ethnicity CSAP Spring 1998	13
<b>Student Performance in Reading by Disabling Condition</b>	<b>14</b>
Table 5. Reading Performance of 3rd Grade Students by Disabling Condition CSAP Spring 1998	14
<b>Student Performance in Reading by Test Accommodation</b>	<b>15</b>
Table 6. Reading Performance of 3rd Grade Students by Test Accommodation CSAP Spring 1998	15
<b>Student Performance in Reading by District Size</b>	<b>16</b>
Table 7. Reading Performance of 3rd Grade Students by District Size CSAP Spring 1998	16
<b>Section 1.2 District Performance Levels in Reading Comprehension</b>	<b>17</b>
Table 8. District Summaries of Student Performance in Reading	17
<b><i>Section 1.3. Performance of Schools Classified by Socioeconomic Status</i></b>	<b><i>22</i></b>
<b>Reading Comprehension Performance of Students Statewide in Schools Categorized by Percent of Students Receiving Free or Reduced-Cost Lunch</b>	<b>22</b>
Tables 9A-D present the overall summary of results by school SES classification for the state as a whole.	22

<b>Level 1: Percent of Students receiving Free/Reduced-Cost Lunch = 0-25%</b>	<b>22</b>
Table 9A. Reading Comprehension Performance of all 3rd Grade Students in Schools at SES Level 1 CSAP Spring 1998	22
<b>Level 2: Percent of Students Receiving Free/Reduced-Cost Lunch = 26-50%</b>	<b>22</b>
Table 9B. Reading Comprehension Performance of all 3rd Grade Students In Schools at SES Level 2 CSAP Spring 1998	22
Table 9C. Reading Comprehension Performance of all 3rd Grade Students In Schools at SES Level 3 CSAP Spring 1998	23
<b>Part 2 Student Performance in Reading Grade 4 CSAP Spring 1998</b>	<b>24</b>
<b>Section 2.1. Performance of 4<sup>th</sup> Grade Students Statewide in Reading</b>	<b>25</b>
Number of Students Assessed	25
Table 10 Student Assessment Status in Reading CSAP Spring 1998	25
<b>Performance of Students Statewide in Reading</b>	<b>26</b>
Figure 2. Reading Performance of All 4th Grade Students CSAP Spring 1998	26
Table 11. Reading Performance of All 4th Grade Students CSAP Spring 1998	27
<b>Student Performance in Reading by Gender</b>	<b>27</b>
Table 12. Reading Performance of 4th Grade Students by Gender CSAP Spring 1998	27
<b>Student Performance in Reading by Race and Ethnicity</b>	
Table 13. Reading Performance of 4th Grade Students by Race and Ethnicity CSAP Spring 1998	28
<b>Student Performance in Reading by Disabling Condition</b>	<b>29</b>
Table 14. Reading Performance of 4th Grade Students by Disabling Condition CSAP Spring 1998	29
<b>Student Performance in Reading by Test Accommodation</b>	<b>30</b>
Table 15. Reading Performance of 4th Grade Students by Test Accommodation CSAP Spring 1998	30
<b>Student Performance in Reading by District Size</b>	<b>31</b>
Table 16. Reading Performance of 4th Grade Students by District Size CSAP Spring 1998	31
<b>Section 2.2 District Performance Levels in Reading</b>	<b>32</b>
<b>District Summaries of Student Performance in Reading</b>	<b>32</b>
<b>Table 17. Reading Performance of 4th Grade Students in Colorado School Districts CSAP Spring 1998</b>	<b>32</b>
<b>Section 2.3. Performance of Schools Classified by Socioeconomic Status</b>	<b>37</b>
<b>Reading Performance of Students Statewide in Schools Categorized by Percent of Students Receiving Free or Reduced-Cost Lunch</b>	<b>37</b>
Tables 18A-B present the overall summary of results by school SES classification for the state as a whole.	37
<b>Level 2: Percent of Students Receiving Free/Reduced-Cost Lunch = 26-50%</b>	<b>37</b>
Table 18B. Reading Performance of all 4th Grade Students In Schools at SES Level 2 CSAP Spring 1998	37
<b>Level 3: Percent of Students Receiving Free/Reduced-Cost Lunch = 51-75%</b>	<b>38</b>
Table 18C. Reading Performance of all 4th Grade Students In Schools at SES Level 3 CSAP Spring 1998	38
<b>Level 4: Percent of Students Receiving Free/Reduced-Cost Lunch = 76-100%</b>	<b>38</b>
Table 18D. Reading Performance of all 4th Grade Students In Schools at SES Level 4 CSAP spring 1998	38

<b>Part 3 Student Performance in Writing Grade 4 CSAP Spring 1998</b>	<b>39</b>
<b>Section 3.1. Performance of 4<sup>th</sup> Grade Students Statewide in Writing</b>	<b>40</b>
Number of Students Assessed	40
Table 19. Student Assessment Status in Writing CSAP Spring 1998	40
<b>Performance of Students Statewide in Writing</b>	<b>41</b>
Figure 3. Writing Performance of All 4th Grade Students CSAP Spring 1998	41
Table 20. Writing Performance of All 4th Grade Students CSAP Spring 1998	42
<b>Student Performance in Writing by Gender</b>	<b>42</b>
Table 21. Writing Performance of 4th Grade Students by Gender CSAP Spring 1998	42
<b>Student Performance in Writing by Race and Ethnicity</b>	<b>43</b>
Table 22. Writing Performance of 4th Grade Students by Race and Ethnicity CSAP Spring 1998	43
<b>Student Performance in Writing by Disabling Condition</b>	<b>44</b>
Table 23. Writing Performance of 4th Grade Students by Disabling Condition CSAP Spring 1998	44
<b>Student Performance in Writing by Test Accommodation</b>	<b>45</b>
Table 24. Writing Performance of 4th Grade Students by Test Accommodation CSAP Spring 1998	45
<b>Student Performance in Writing by District Size</b>	<b>46</b>
Table 25. Writing Performance of 4th Grade Students by District Size CSAP Spring 1998	46
<b>Section 3.2. District Performance Levels in Writing</b>	<b>47</b>
<b>District Summaries of Student Performance in Writing</b>	<b>47</b>
Table 26. Writing Performance of 4th Grade Students in Colorado School Districts CSAP Spring 1998	47
<b>Section 3.3. Performance of Schools Classified by Socioeconomic Status</b>	<b>52</b>
<b>Writing Performance of Students Statewide in Schools Categorized by Percent of Students Receiving Free or Reduced-Cost Lunch</b>	<b>52</b>
Tables 27A-D present the overall summary of results by school SES classification for the state as a whole.	52
<b>Level 1: Percent of Students Receiving Free/Reduced-Cost Lunch = 0-25%</b>	<b>52</b>
Table 27A. Reading Performance of all 4th Grade Students In Schools at SES Level 1 CSAP Spring 1998	52
<b>Level 2: Percent of Students Receiving Free/Reduced-Cost Lunch = 26-50%</b>	<b>52</b>
Table 28B. Writing Performance of all 4th Grade Students In Schools at SES Level 2 CSAP Spring 1997	52
<b>Level 3: Percent of Students Receiving Free/Reduced-Cost Lunch = 51-75%</b>	<b>53</b>
Table 28C. Writing Performance of all 4th Grade Students	53
In Schools at SES Level 3 CSAP Spring 1998	53
<b>Level 4: Percent of Students Receiving Free/Reduced-Cost Lunch = 76-100%</b>	<b>53</b>
Table 28D. Writing Performance of all 4th Grade Students In Schools at SES Level 4 CSAP Spring 1997	53
<b>Appendix A</b>	<b>54</b>
<b>Colorado Student Assessment Program Performance Level Descriptors Grade 3 Reading, English Version Adopted by the State Board September 10, 1998</b>	<b>55</b>
<b>Colorado Student Assessment Program Proficiency Level Descriptions for Grade 4 Reading Adopted by the State Board of Education October 3, 1997</b>	<b>57</b>
<b>Colorado Student Assessment Program Proficiency Level Descriptions for Grade 4 Writing Adopted by the State Board of Education October 3, 1997</b>	<b>60</b>

## Foreword

On behalf of the State Board of Education, the Colorado Department of Education (CDE) is pleased to present the second annual report on the Colorado Student Assessment Program (CSAP). This report describes student performance in third grade Reading Comprehension and fourth grade Reading and Writing from the Spring 1998 administration of the Colorado Student Assessment Program (CSAP). In this second administration of CSAP, all third and fourth grade students in Colorado were accounted for.

This report will provide policymakers, educators, parents, and the community with a general accounting and a concise overview of the performance of Colorado's third and fourth grade students relative to the State Model Content Standards in third grade Reading Comprehension and fourth grade Reading and Writing. This report should raise awareness of the status of public education in Colorado as the public schools begin implementation of standards-based education reform statewide. The results from this first assessment of third grade Reading Comprehension and the second assessment of fourth grade Reading and Writing are important to schools and districts, as well as for state accountability, because they provide the baseline against which future student progress toward meeting the rules for the 1997 Literacy Act will be measured. The second assessment of fourth grade Reading and Writing begins the measurement of public education's progress toward meeting the State Content Standards in Reading and Writing. This first assessment of third grade Reading Comprehension begins the evaluative process to assess the strengths and gaps in Colorado public education in these content areas and provides information for planning and improving instruction and delivery of educational services.



## **Standards-Based Education and Assessment in Colorado**

With the passage of House Bill 93-1313, Colorado embarked on its path toward standards-based education reform. This legislation charged the State to develop model content standards that would guide student learning in Colorado public schools. Colorado Model Content Standards in the areas of Reading, Writing, Geography, Mathematics, Science, and History were adopted by the State Board of Education in June 1995. As mandated by this legislation, each of the 176 school districts in Colorado also has written and adopted standards that meet or exceed those of the State. These standards are statements of the academic content each student is expected to learn; they describe what students should know and be able to do. Content standards focus the education system on common, well-defined goals. They establish the framework for ensuring that rigorous academic content is being taught, and they raise expectations for all students. The State Model Content Standards and District Content Standards present students and teachers with clear and challenging educational targets; serve as a focus on student learning and achievement; and provide the impetus for a measurement tool for judging students' academic learning and performance.

In accordance with House Bills 93-1313 and 97-1249, the Colorado Department of Education continued the statewide assessment of public school students relative to the State Model Content Standards in the Spring 1998. The Colorado Student Assessment Program again assessed all fourth grades students in Reading and writing and began the assessment of all third grade students in Reading comprehension. These assessments were developed specifically to measure student performance relative to the State Model Content Standards.

### ***Purpose of the Colorado Student Assessment Program***

The purpose of the Colorado Student Assessment Program (CSAP) is to provide educators, policymakers, and the community with a picture of student performance and to determine the level at which Colorado students meet the State academic content standards. The results will provide a context for improving public education in Colorado. The fact that CSAP is based on the State's model content standards will ensure that all districts are held to the same challenging standards that Coloradans expect for their children regardless of students' individual characteristics or whether they live in urban, suburban or rural areas.

### ***Description of the 1998 Assessments***

Between March 1 and March 26, 1998, 52,373 third grade students in Colorado were assessed in Reading comprehension. The assessment for the third grade Reading comprehension was administered over the course of two-50 minute testing periods. 52,065 fourth grade students in Colorado were assessed in Reading and 52,023 fourth graders were assessed in Writing by the second statewide assessment, the Colorado Student Assessment Program. The assessments were administered over the course of six 50-minute testing periods: three 50-minute sessions for Reading and three 50-minute sessions for Writing. All but two percent of third grade students participated in the assessment. In the fourth grade all but three percent of students participated in Reading and all but four percent of students participated in the Writing assessments.

The reason for non-participation includes; does not read English or Spanish; disabilities so severe that the student had individualized standards; parent refusal; and incomplete or invalid test sessions.

Some students received accommodations in how the assessment was administered similar to accommodations they received in instruction. For example, large-print and Braille versions of the assessment were provided for visually impaired students.

For the third and fourth grade reading assessments, students were required to read passages and individually respond to selected-response (multiple-choice) and constructed-response (open-ended) questions about the passages. More constructed responses were required from the fourth grade students. For the fourth grade Writing assessment, each student responded to Writing prompts, editing tasks, and selected-response and constructed-response questions.

### ***Content and Organization of This Report***

In accordance with House Bill 97-1249 (Colorado Revised Statutes 22-7-409(2)), State summary results on student performance are reported by gender, race and ethnicity, disabling condition, test accommodation, and size of district. Summary results of student performance for each school district and student performance by school socioeconomic classification also are provided.

This report is presented in three parts: Part 1 summarizes student performance in third grade Reading Comprehension, Part 2 summarizes student performance in fourth grade Reading, and Part 3 summarizes student performance in fourth grade Writing. These sections are organized as follows:

#### ***Part 1: Student Performance in Third Grade Reading Comprehension***

Section 1.1 provides the summary of the performance of all third grade students in Reading Comprehension; Section 1.2 presents a summary of third grade students' Reading comprehension performance in each of the school districts; and Section 1.3 presents the third grade Reading Comprehension results categorized by percent of students in the school receiving free or reduced-cost lunch, the indicator of socioeconomic state.

#### ***Part2: Student Performance in Fourth Grade Reading***

Section 2.1 provides the summary of the performance of all fourth grade students in Reading; Section 2.2 presents a summary of fourth grade students' Reading performance in each of the school districts; and Section 2.3 presents the fourth Reading results categorized by percent of students in the school receiving free or reduced-cost lunch, the indicator of socioeconomic status.

#### ***Part 3: Student Performance in Writing***

Section 3.1 provides the summary of the performance of all fourth grade students in Writing; Section 3.2 presents a summary of fourth grade students' Writing performance in each of the school districts; and Section 3.3 presents the fourth grade Writing results categorized by percent of students in the school receiving free or reduced-cost lunch, the indicator of socioeconomic status.

**Part 1**

**Student Performance in Reading Comprehension**

**Grade 3**

**CSAP Spring 1998**

## **Section 1.1. Performance of 3rd Grade Students Statewide in Reading Comprehension**

### ***Number of Students Assessed***

In all, 51,093 of the 52,373 Colorado third grade students completed the assessment in Reading Comprehension during the Spring 1998 CSAP. Only three percent, or 1,280 students, were not tested because they: (1) did not complete all testing sessions, shared answers, or made no attempt to respond to the test; (2) were not sufficiently literate in English or Spanish to take either assessment; (3) had a documented parental/guardian refusal; or (4) were working on individual standards rather than on the district-adopted standards for Reading due to the severity of a disability.

***Table 1. Student Assessment Status in Reading  
CSAP Spring 1998***

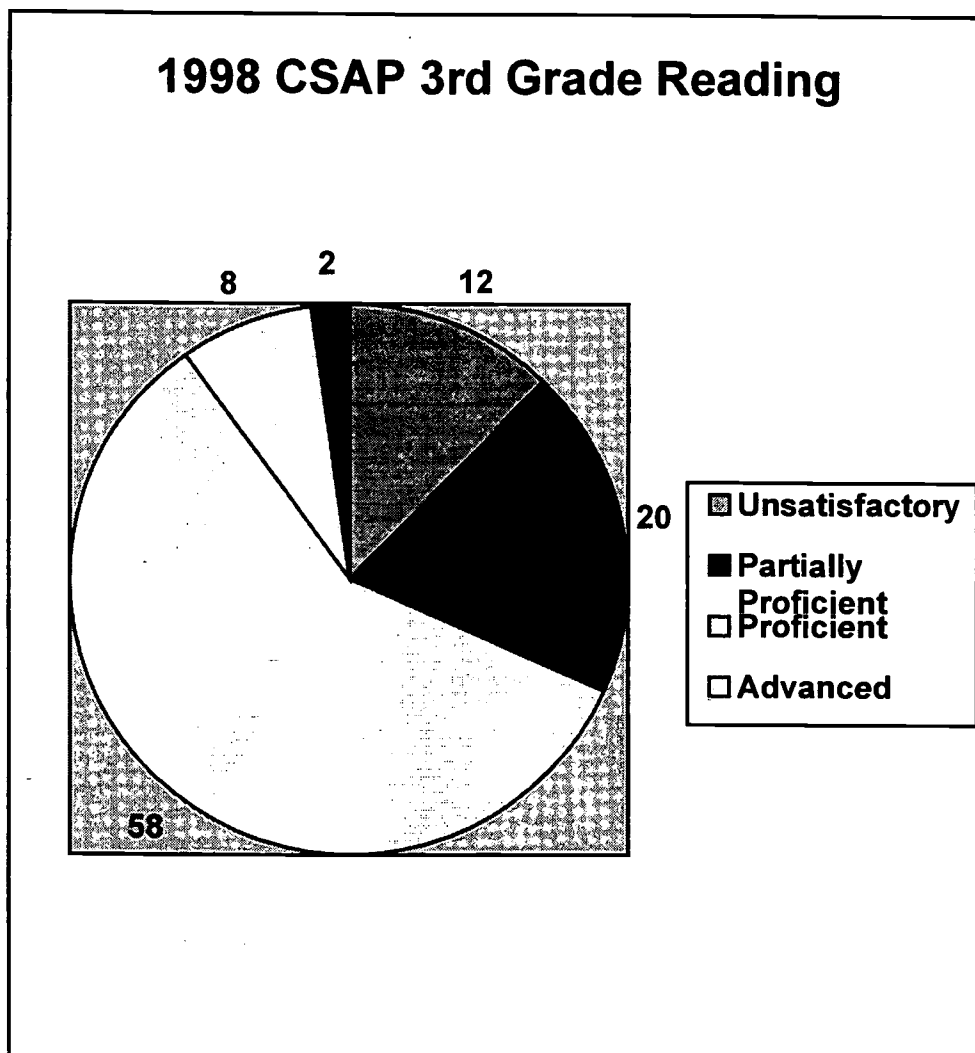
Student Assessment Status	Number	Percent
Students completing the assessment	51093	98%
Test incomplete or invalid	510	1.5%
Not tested: Not literate in English or Spanish	239	0.4%
Not tested: Working on individualized standards	502	.05%
Not tested: Parental/Guardian refusal	29	.05%
State Total	52373	100%

The remainder of this section presents the results of the 1998 student performance in Reading Comprehension for the State as a whole. The following figure and tables are presented in this section:

- Figure 1. Reading performance of All 3<sup>rd</sup> Grade Students: CSAP Spring 1998
- Table 2. Reading Performance of All 3rd Grade Students: CSAP Spring 1998
- Table 3. Reading Performance of 3rd Grade Students by Gender: CSAP Spring 1998
- Table 4. Reading Performance of 3rd Grade Students by Race and Ethnicity:  
CSAP Spring 1998
- Table 5. Reading Performance of 3rd Grade Students by Disabling Condition:  
CSAP Spring 1998
- Table 6. Reading Performance of 3rd Grade Students by Test Accommodation:  
CSAP Spring 1998
- Table 7. Reading Performance of 3rd Grade Students by District Size:  
CSAP Spring 1998

## Performance of Students Statewide in Reading Comprehension

**Figure 1. Reading Performance of All 3rd Grade Students  
CSAP Spring 1998**



Four proficiency levels for describing the performance of students on the third grade CSAP Reading Comprehension assessments were recommended by the Standards and Assessment Development and Implementation (SADI) Council to the State Board of Education and were adopted on September 10, 1998. A detailed description of the types of knowledge and skills that must be demonstrated for each performance level on the CSAP Reading Comprehension assessment is provided in Appendix A.

**Table 2. Reading Performance of All 3rd Grade Students  
CSAP Spring 1998**

State	Reading Comprehension Performance Level					Total
	Unsatisfactory	Partially proficient	Proficient	Advanced	Not tested	
Total	12%	20%	58%	8%	2%	100%

Table 2 indicates that in 1998, 66 percent of Colorado third grade students were considered proficient or advanced in Reading Comprehension, while the performance of 12 percent was deemed unsatisfactory. All students classified as proficient, are considered as meeting the State Model Content Standards for Reading Comprehension.

The final category reported, "Not tested," represents students who were not tested due to inadequate literacy in either English or Spanish, parental refusal, or to the severity of a disability that had resulted in the student working on individual standards rather than on the district-adopted standards for Reading. Students who did not complete all testing sessions or whose tests were invalid (e.g., student shared answers, made no attempt to respond to the test) also are contained in this category. It was the intent of the Colorado Department of Education that as many students as possible participate in the assessment. (Accommodations for students' disabilities were allowed in order to increase participation; these are discussed later in this section.) As a result, only two percent of third grade students did not participate in the 1998 CSAP assessment of Reading Comprehension.

### ***Student Performance in Reading by Gender***

**Table 3. Reading Performance of 3rd Grade Students by Gender  
CSAP Spring 1998**

Gender	Reading Comprehension Performance Level					Total
	Unsatisfactory	Partially proficient	Proficient	Advanced	Not Tested	
Male	14%	21%	55 %	7%	3%	100%
Female	9%	18%	61%	10%	2%	100%
Data invalid or not provided*	16%	19%	52%	5%	8%	100%
State Total	12%	20%	58%	8%	2%	100%
*Data on student's gender was invalid (e.g., more than one category marked) or was not provided.						

As illustrated in Table 3, the results of the 1998 CSAP indicate that third grade girls outperformed boys in Reading: 71 percent of the girls and 62 percent of the boys were proficient or above in Reading. The comparative performance of Colorado girls and boys in Reading is consistent with comprehension of students nationally.

### ***Student Performance in Reading by Race and Ethnicity***

***Table 4. Reading Performance of 3rd Grade Students by Race and Ethnicity CSAP Spring 1998***

Race/Ethnicity	Reading Comprehension Performance Level					Total
	Unsatisfactory	Partially proficient	Proficient	Advanced	Not tested	
Asian or Pacific Islander	11%	21%	54%	9%	5%	100%
Black	24%	28%	42%	3%	3%	100%
Hispanic	22%	28%	43%	3%	4%	100%
Native Amer./ Alaska Native	20%	25%	49%	2%	4%	100%
White	8%	17%	63%	10%	2%	100%
Other	12%	9%	64%	10%	5%	100%
Data invalid or not provided*	8%	20%	61%	9%	3%	101%**
State Total	12%	20%	58%	8%	2%	100%
*Data on student's race or ethnicity was invalid (e.g., more than one category marked) or was not provided by test administrator.						
**Does not total 100% due to rounding						

The 1998 CSAP results shown in Table 4 indicate that Colorado's minority and non-minority students perform similarly to minority students across the Nation. Non-minority (white) and Asian/Pacific Islander students, on average, scored much higher than other minority students.

## Student Performance in Reading by Disabling Condition

**Table 5. Reading Performance of 3rd Grade Students by Disabling Condition CSAP Spring 1998**

Disabling Condition	Reading Comprehension Performance Level					Total
	Unsatisfactory	Partially proficient	Proficient	Advanced	Not tested	
No disability**	8%	19%	62%	9%	1%	99%**
Signif. limited intellec. capacity	39%	9%	3%	0%	49%	100%
Emotional disability	36%	20%	25%	2%	17%	100%
Percept. /commun. Disability	53%	24%	16%	1%	7%	101%**
Hearing disability	27%	27%	27%	2%	17%	100%
Visual disability	4%	26%	59%	0%	11%	100%
Physical disability	36%	26%	24%	4%	10%	100%
Autism	35%	10%	10%	3%	42%	100%
Traumatic brain injury	X	X	X	X	X	X
Speech/language disability	38%	30%	26%	1%	6%	101%**
Deaf-blind**	4%	31%	54%	8%	4%	101%**
Multiple handicaps	28%	4%	1%	0%	67%	100%
Data invalid or not provided*	7%	17%	63%	9%	5%	101%**
State Total	12%	20%	58%	8%	2%	100%
*Data on student's disabling condition was invalid (e.g., more than one category marked) or was not provided by test administrator. **Does not total 100% due to rounding. X: Number tested fewer than 16; no summaries provided.						

The results on student performance by separate disabling condition shown in Table 5 should be interpreted with caution. After student test books were returned, it was discovered that many test or school administrators had not provided any information on students' disabilities or that much of the data provided was invalid (e.g., more than one category was marked although the instructions were to mark the single primary disability of the student). Therefore, any inferences based on these data may be unwarranted and invalid.



## Student Performance in Reading by Test Accommodation

**Table 6. Reading Performance of 3rd Grade Students by Test Accommodation CSAP Spring 1998**

Test Accommodation	Reading Comprehension Performance Level					Total
	Unsatisfactory	Partially proficient	Proficient	Advanced	Not tested	
No accommodation	10%	19%	61%	9%	2%	101%**
Braille	X	X	X	X	X	X
Large print	36%	23%	36%	0%	5%	100%
Teacher-read directions	49%	25%	21%	1%	5%	101%
Scribe	46%	28%	21%	1%	3%	99%**
Signing of presentation or response	44%	16%	8%	0%	32%	100%
Assistive communication device for response	X	X	X	X	X	X
Extended/modified timing/scheduling	38%	32%	25%	1%	5%	101%**
Data invalid or not provided*	11%	18%	56%	7%	9%	101%**
State Total	12%	20%	58%	8%	2%	100%
*Data on student's test accommodation was invalid or was not provided by test administrator.						
** Does not total to 100% due to rounding.						
X: Number tested was fewer than 16; no summaries reported						

It is the goal of the Colorado Department of Education to describe all students' true levels of achievement with accuracy by providing as many students as possible with the opportunity to demonstrate their skills and knowledge in Reading. Since accommodations are used during instruction to provide students with access to information and learning activities, the CSAP allows assessment accommodations that also are used for instruction in Reading. An accommodation is a change made to the assessment procedures that provides a student with an equal opportunity to demonstrate knowledge and skills without affecting the reliability or validity of the assessment. An accommodation does not change the construct being measured, instructional level, content, or the performance criteria. Accommodations are not intended to provide an unfair advantage; they are intended to simply "level the playing field." One accommodation that is **not** allowed because it would provide an unfair advantage and change the construct being measured is Reading the Reading test to the student.

The test results would not be a valid indicator of a student's ability to decode print information, but rather, would indicate the student's ability to process and decode auditory information. Results of accommodated and non-accommodated assessments are shown in Table 6.

The vast majority of students who received accommodations in the assessment procedure were special education students and students with disabilities.

### ***Student Performance in Reading by District Size***

***Table 7. Reading Performance of 3rd Grade Students by District Size  
CSAP Spring 1998***

District Enrollment	Reading Comprehension Performance Level					Total
	Unsatisfactory	Partially proficient	Proficient	Advanced	Not tested	
300 or less	10%	22%	57%	9%	2%	100%
301-600	9%	18%	63%	9%	2%	101%**
601-1200	11%	21%	58%	8%	3%	101%**
1201-6000	12%	19%	60%	7%	2%	100%
6001-24999	10%	18%	60%	9%	2%	99%**
25000 or more	13%	20%	55%	8%	3%	99%**
State Total	12%	20%	58%	8%	2%	100%
**Does not total to 100% due to rounding.						

The results of CSAP in Table 7 indicate that, in general, student performance in Reading Comprehension does not vary substantially by size of school district, indicated by total district enrollment except, that overall, slightly fewer students in the largest districts (25,000 or more students) or districts with enrollments between 601 and 1,200 were proficient or advanced in Reading.

## **Section 1.2 District Performance Levels in Reading Comprehension**

While only two percent of third grade students, on average, were not tested or had invalid tests in Reading, this percentage ranged from zero percent to 13 percent within school districts. Eleven districts reported not testing (or invalid tests) for six to 13 percent of their third grade students, three to six times the state average.

A summary of results of the 1998 CSAP assessment of student performance in Reading comprehension for each school district is provided in Table 8 below.

### ***District Summaries of Student Performance in Reading***

Table 8. Reading Performance of 3rd Grade Students in Colorado School Districts  
CSAP Spring 1998

District Name	% Unsatisfactory	% Partially Proficient	% Proficient	% Advanced	% No Scores Reported
ACADEMY	6	14	63	17	1
ADAMS ARAPAHOE	19	25	47	4	6
ADAMS COUNTY	26	30	40	3	1
AGATE	X	X	X	X	X
AGUILAR	X	X	X	X	X
AKRON	12	18	64	6	0
ALAMOSA	21	23	49	4	4
ARCHULETA	6	16	68	8	2
ARICKAREE	X	X	X	X	X
ARRIBA FLAGLER	0	30	61	9	0
ASPEN	3	5	80	10	3
AULT HIGHLAND	13	25	46	6	9
BAYFIELD	11	5	70	14	0
BENNETT	4	16	68	11	1
BETHUNE	0	44	39	6	11
BIG SANDY	6	6	67	17	6
BOULDER VALLEY	6	12	65	15	2
BRANSON	X	X	X	X	X
BRIGGSDALE	13	13	56	19	0
BRIGHTON	14	22	58	5	2
BRUSH	24	17	51	6	3
BUENA VISTA	8	27	56	6	3
BUFFALO	14	23	64	0	0
BURLINGTON	14	14	59	13	0
BYERS	3	16	74	0	6

CALHAN	2	27	60	6	4
CAMPO	X	X	X	X	X
CANON CITY	10	20	62	7	1
CENTENNIAL	29	29	37	5	0
CENTER	21	32	39	3	5
CHERAW	X	X	X	X	X
CHERRY CREEK	6	14	63	12	4
CHEYENNE	23	4	65	8	0
CHEYENNE MTN	3	8	73	15	1
CLEAR CREEK	7	15	69	10	0
CSD&B	X	X	X	X	X
COLORADO SPRING	13	21	57	7	2
CUSTER COUNTY	24	10	67	0	0
COTOPAXI	9	9	61	17	4
CREEDE	X	X	X	X	X
CRIPPLE CREEK	12	28	51	5	5
CROWLEY	22	11	49	18	0
DE BEQUE	X	X	X	X	X
DEER TRAIL	X	X	X	X	X
DEL NORTE	7	31	58	5	0
DELTA	8	22	61	6	4
DENVER	24	26	41	4	4
DOLORES RE-4A	9	26	60	5	0
DOLORES COUNTY	3	20	67	10	0
DOUGLAS	5	13	68	12	3
DURANGO	10	16	62	10	2
EADS	13	13	61	13	0
EAGLE COUNTY	4	19	67	9	1
EAST GRAND	9	16	72	4	0
EAST OTERO	19	17	57	6	1
EAST YUMA	12	18	62	8	0
EATON	7	6	81	6	1
EDISON	X	X	X	X	X
ELBERT	X	X	X	X	X
ELIZABETH	5	16	65	13	1
ELLCOTT	22	33	36	7	2
ENGLEWOOD	10	20	61	7	2
ESTES PARK	6	13	66	13	2
EXPEDITIONARY	5	18	50	23	5
FALCON	10	20	60	9	1
FLORENCE	16	27	48	8	1
FORT LUPTON	23	29	44	3	1
FORT MORGAN	20	24	47	6	4
FOUNTAIN	16	21	56	6	0
FOWLER	0	13	80	7	0
FRENCHMAN	X	X	X	X	X
GARFIELD RIFLE	16	27	51	4	2

GARFIELD PARA	22	32	44	2	0
GENOA HUGO	6	6	71	18	0
GILCREST	16	20	57	5	1
GILPIN COUNTY	0	6	75	17	3
GRANADA	14	29	57	0	0
GREELEY	22	25	48	4	1
GUNNISON	5	13	69	12	1
HANOVER	X	X	X	X	X
HARRISON	17	26	52	4	2
HAXTUN	5	16	74	5	0
HAYDEN	5	23	68	5	0
HI PLAINS	X	X	X	X	X
HINSDALE	X	X	X	X	X
HOEHNE	0	15	75	0	10
HOLLY	13	8	71	8	0
HOLYOKE	6	20	61	12	0
HUERFANO	15	23	56	6	0
IGNACIO	3	29	58	3	7
JEFFERSON	9	18	61	10	2
JOHNSTOWN	11	23	56	8	1
JULESBURG	12	29	41	6	12
KARVAL	X	X	X	X	X
KEENESBURG	15	20	59	4	2
KIM	X	X	X	X	X
KIOWA	14	14	62	10	0
KIT CARSON	16	21	53	11	0
LA VETA	0	11	84	5	0
LAKE	8	33	54	4	1
LAMAR	18	28	50	3	1
LAS ANIMAS	13	21	58	8	0
LEWIS PALMER	4	9	72	13	2
LIMON	4	17	62	4	13
LITTLETON	6	17	66	9	2
LONE STAR	X	X	X	X	X
MANCOS	11	15	68	6	0
MANITOU SPRINGS	9	22	62	4	3
MANZANOLA	13	25	63	0	0
MAPLETON	24	28	42	3	3
MC CLAVE	X	X	X	X	X
MEEKER	8	16	56	20	0
MESA COUNTY V	12	21	57	7	2
MIAMI YODER	20	20	60	0	0
MOFFAT	X	X	X	X	X
MOFFAT COUNTY	10	22	62	3	3
MONTE VISTA	6	26	61	4	2
MONTEZUMA	14	26	55	4	1
MONTROSE	14	17	62	5	1

MOUNTAIN VALLEY	X	X	X	X	X
NORTH CONEJOS	9	20	53	15	2
NORTH PARK	0	27	68	0	5
NORTHGLENN	16	24	52	6	2
NORWOOD	11	33	50	6	0
OTIS	X	X	X	X	X
OURAY	15	40	35	10	0
PARK COUNTY	13	20	56	9	2
PAWNEE	X	X	X	X	X
PEYTON	15	24	57	4	0
PLAINVIEW	X	X	X	X	X
PLATEAU	X	X	X	X	X
PLATEAU VALLE	22	13	56	6	3
PLATTE CANYON	4	7	76	12	1
PLATTE VALLEY RE-7	11	8	71	7	4
PLATTE VALLEY RE-3	X	X	X	X	X
POUDRE	6	14	64	12	4
PRAIRIE	X	X	X	X	X
PRIMERO	X	X	X	X	X
PRITCHETT	X	X	X	X	X
PUEBLO CITY	12	20	60	6	1
PUEBLO COUNTY	8	19	65	7	1
RANGELY	14	24	62	0	0
RIDGWAY	4	7	75	7	7
ROARING FORK	8	18	65	9	1
ROCKY FORD	6	22	60	8	4
SALIDA	15	18	54	5	7
SANFORD	11	46	43	0	0
SANGRE DE CRI	0	0	88	8	4
SARGENT	11	5	63	21	0
SHERIDAN	26	26	45	1	1
SIERRA GRANDE	10	25	45	5	15
SILVERTON	X	X	X	X	X
SOUTH CONEJOS	2	31	67	0	0
SOUTH ROUTT	10	23	52	10	6
SPRINGFIELD	0	17	69	10	3
ST VRAIN VALLEY	9	15	63	13	1
STEAMBOAT SPRIN	6	13	68	11	1
STRASBURG	8	15	73	5	0
STRATTON	4	4	79	8	4
SUMMIT	11	15	62	8	4
SWINK	0	10	60	30	0
TELLURIDE	3	9	47	41	0
THOMPSON	5	14	67	12	2
TRINIDAD	18	21	57	2	2
VALLEY	8	22	62	6	1
VILAS	X	X	X	X	X

WALSH	X	X	X	X	X
WELDON VALLEY	X	X	X	X	X
WEST END	5	20	53	23	0
WEST GRAND	4	17	68	9	2
WEST YUMA	5	20	65	2	9
WESTMINSTER	16	24	48	5	7
WIDFIELD	11	20	63	5	0
WIGGINS	27	25	44	4	0
WILEY	0	10	67	19	5
WINDSOR	14	19	58	8	1
WOODLAND PARK	10	13	65	10	1
WOODLIN	X	X	X	X	X
X: Number tested was fewer than 16; no summaries reported.					
*Colorado School for the Deaf and Blind					

### Section 1.3. Performance of Schools Classified by Socioeconomic Status

This section presents summaries of the Reading Comprehension performance of students in schools of differing socioeconomic status (SES). Percent of students receiving free or reduced-cost lunch is used as the indicator of school SES. Four levels of SES characterize schools:

Level 1: 0-25% receiving free or reduced-cost lunch

Level 2: 26-50 % receiving free or reduced-cost lunch

Level 3: 51-75% receiving free or reduced-cost lunch

Level 4: 76-100% receiving free or reduced-cost lunch

#### ***Reading Comprehension Performance of Students Statewide in Schools Categorized by Percent of Students Receiving Free or Reduced-Cost Lunch***

***Tables 9A-D present the overall summary of results by school SES  
classification for the state as a whole.***

*Level 1: Percent of Students Receiving Free/Reduced-Cost Lunch = 0-25%*

**Table 9A. Reading Comprehension Performance of all 3rd Grade Students  
In Schools at SES Level 1  
CSAP Spring 1998**

State	Reading Performance Level					Total
	Unsatisfactory	Partially proficient	Proficient	Advanced	Not tested	
Total	7%	15%	65%	12%	1%	100%

***Level 2: Percent of Students Receiving Free/Reduced-Cost Lunch = 26-50%***

***Table 9B. Reading Comprehension Performance of all 3rd Grade  
Students  
In Schools at SES Level 2  
CSAP Spring 1998***

State	Reading Performance Level					Total
	Unsatisfactory	Partially proficient	Proficient	Advanced	Not tested	
Total	11%	21%	58%	7%	3%	100%



**Level 3: Percent of Students Receiving Free/Reduced-Cost Lunch = 51-75%**

**Table 9C. Reading Comprehension Performance of all 3rd Grade Students  
In Schools at SES Level 3  
CSAP Spring 1998**

State	Reading Performance Level					Total
	Unsatisfactory	Partially proficient	Proficient	Advanced	Not tested	
Total	18%	25%	49%	5%	3%	100%

**Level 4: Percent of Students Receiving Free/Reduced-Cost Lunch = 76-100%**

**Table 9D. Reading Comprehension Performance of all 3rd Grade Students  
In Schools at SES Level 4  
CSAP Spring 1998**

State	Reading Performance Level					Total
	Unsatisfactory	Partially proficient	Proficient	Advanced	Not tested	
Total	28%	29%	37%	2%	4%	100%

**Part 2**

**Student Performance in Reading**

**Grade 4**

**CSAP Spring 1998**

## **Section 2.1. Performance of 4<sup>th</sup> Grade Students Statewide in Reading**

### **Number of Students Assessed**

In all, 50,533 of the 52,065 Colorado fourth grade students completed the assessment in Reading during the Spring 1998 CSAP. Only three percent, or 1,532 students, were not tested because they: (1) did not complete all testing sessions, shared answers, or made no attempt to respond to the test; (2) were not sufficiently literate in English or Spanish to take either assessment; (3) had a documented parental/guardian refusal; or (4) were working on individual standards rather than on the district-adopted standards for Reading due to the severity of a disability.

**Table 10 Student Assessment Status in Reading  
CSAP Spring 1998**

Student Assessment Status	Number	Percent
Students completing the assessment	50533	97%
Test incomplete or invalid	755	1.5%
Not tested: Not literate in English or Spanish	205	.4%
Not tested: Working on individualized standards	522	1%
Not tested: Parental/Guardian refusal	50	.1%
State Total	52065	100%

The remainder of this section presents the results of the 1998 student performance in Reading for the State as a whole. The following figures and tables are presented in this section:

Figure 2. Reading performance of All 4<sup>th</sup> grade students; CSAP Spring 1998

Table 11. Reading Performance of All 4th Grade Students: CSAP Spring 1998

Table 12. Reading Performance of 4th Grade Students by Gender: CSAP Spring 1998

Table 13. Reading Performance of 4th Grade Students by Race and Ethnicity:  
CSAP Spring 1998

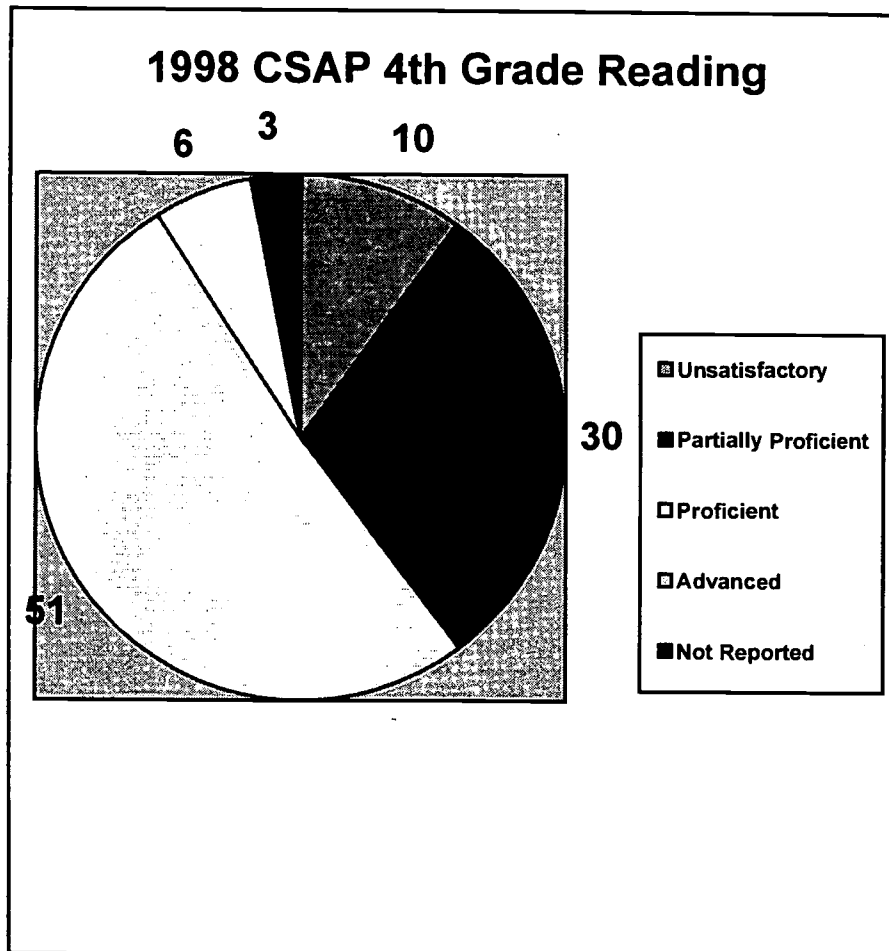
Table 14. Reading Performance of 4th Grade Students by Disabling Condition:  
CSAP Spring 1998

Table 15. Reading Performance of 4th Grade Students by Test Accommodation:  
CSAP Spring 1998

Table 16. Reading Performance of 4th Grade Students by District Size:  
CSAP Spring 1998

## ***Performance of Students Statewide in Reading***

**Figure 2. Reading Performance of All 4th Grade Students  
CSAP Spring 1998**



Four proficiency levels for describing the performance of students on the CSAP Reading and Writing assessments were recommended by the Standards and Assessment Development and Implementation (SADI) Council to the State Board of Education and were adopted on October 3, 1997. A detailed description of the types of knowledge and skills that must be demonstrated for each performance level on the CSAP Reading assessment is provided in Appendix A.

**Table 11. Reading Performance of All 4th Grade Students  
CSAP Spring 1998**

State	Reading Performance Level					Total
	Unsatisfactory	Partially proficient	Proficient	Advanced	Not tested	
Total	10%	30%	51%	6%	3%	100%

Table 11 indicates that in 1998, 57 percent of Colorado fourth grade students were considered proficient or advanced in Reading, while the performance of 10 percent was deemed unsatisfactory. To be classified as proficient, a student was considered as meeting the State Model Content Standards for Reading.

The final category reported, "Not tested," represents students who were not tested due to inadequate literacy in either English or Spanish, parental refusal, or to the severity of a disability that had resulted in the student working on individual standards rather than on the district-adopted standards for Reading.

Students who did not complete all testing sessions or whose tests were invalid (e.g., student shared answers, made no attempt to respond to the test) also are contained in this category. It was the intent of the Colorado Department of Education that as many students as possible participate in the assessment. (Accommodations for students' disabilities were allowed in order to increase participation; these are discussed later in this section.) As a result, only three percent of fourth grade students did not participate in the 1998 CSAP assessment of Reading.

### ***Student Performance in Reading by Gender***

**Table 12. Reading Performance of 4th Grade Students by Gender  
CSAP Spring 1998**

Gender	Reading Performance Level					Total
	Unsatisfactory	Partially proficient	Proficient	Advanced	Not tested	
Male	12%	32%	48%	5%	3%	100%
Female	8%	29%	53%	8%	2%	100%
Data invalid or not provided*	15%	31%	41%	5%	9%	101%**
State Total	10%	30%	51%	6%	3%	100%

\*Data on student's gender was invalid (e.g., more than one category marked) or was not provided. \*\*Does not total 100% due to rounding

As illustrated in Table 12, the results of the 1998 CSAP indicate that fourth grade girls outperformed boys in Reading: 61 percent of the girls and 53 percent of the boys were proficient or above in Reading. The comparative performance of Colorado girls and boys in Reading is consistent with that of students nationally.

### ***Student Performance in Reading by Race and Ethnicity***

***Table 13. Reading Performance of 4th Grade Students by Race and Ethnicity CSAP Spring 1998***

Race/Ethnicity	Reading Performance Level					Total
	Unsatisfactory	Partially proficient	Proficient	Advanced	Not tested	
Asian or Pacific Islander	10%	33%	46%	5%	5%	99%**
Black	21%	41%	31%	2%	5%	100%
Hispanic	21%	42%	31%	2%	5%	101%**
Native Amer./ Alaska Native	20%	38%	36%	3%	3%	100%
White	7%	26%	58%	8%	2%	101%**
Other	10%	28%	57%	4%	1%	100%
Data invalid or not provided*	8%	34%	51%	5%	1%	99%**
State Total	10%	30%	51%	6%	3%	100%
*Data on student's race or ethnicity was invalid (e.g., more than one category marked) or was not provided by test administrator.						
**Does not total to 100% due to rounding						

The 1998 CSAP results shown in Table 13 indicate that Colorado's minority and non-minority students perform similarly to minority students across the Nation. Non-minority (white) and Asian/Pacific Islander students, on average, scored much higher than other minority students did.

## Student Performance in Reading by Disabling Condition

**Table 14. Reading Performance of 4th Grade Students by Disabling Condition CSAP Spring 1998**

Disabling Condition	Reading Performance Level					Total
	Unsatisfactory	Partially proficient	Proficient	Advanced	Not tested	
No disability	7%	30%	55%	7%	2%	101%**
Signif. limited intellec. capacity	39%	8%	3%	0%	51%	101%**
Emotional disability	27%	34%	21%	0%	18%	100%
Percept./communi-cative disability	46%	34%	11%	0%	9%	100%
Hearing disability	39%	33%	13%	1%	14%	100%
Visual disability	13%	39%	29%	6%	13%	100%
Physical disability	33%	36%	16%	0%	14%	99%**
Autism	15%	24%	15%	0%	46%	100%
Traumatic brain injury	33%	24%	19%	0%	24%	100%
Speech/language disability	35%	38%	20%	1%	6%	100%
Deaf-blind	18%	39%	29%	4%	11%	101%**
Multiple handicaps	22%	4%	1%	0%	73%	100%
Data invalid or not provided*	9%	32%	49%	7%	4%	101%**
State Total	10%	30%	51%	6%	3%	100%
*Data on student's disabling condition was invalid (e.g., more than one category marked) or was not provided by test administrator.						
**Does not total to 100% due to rounding.						
X: Number tested fewer than 16; no summaries provided.						

The results on student performance by separate disabling condition shown in Table 14 should be interpreted with caution. After student test books were returned, it was discovered that many test or school administrators had not provided any information on students' disabilities or that much of the data provided was invalid (e.g., more than one category was marked although the instructions were to mark the single primary disability of the student). Therefore, any inferences based on these data may be unwarranted and invalid.

## Student Performance in Reading by Test Accommodation

**Table 15. Reading Performance of 4th Grade Students by Test Accommodation CSAP Spring 1998**

Test Accommodation	Reading Performance Level					Total
	Unsatisfactory	Partially proficient	Proficient	Advanced	Not tested	
No accommodation	8%	29%	54%	7%	3%	101%**
Braille	X	X	X	X	X	X
Large print	X	X	X	X	X	X
Teacher-read directions	48%	33%	11%	1%	7%	100%
Scribe	40%	29%	23%	1%	7%	100%
Signing of presentation or response	50%	18%	14%	0%	18%	100%
Assistive communication device for response	X	X	X	X	X	X
Extended/modified timing/scheduling	27%	43%	25%	1%	4%	100%
Data invalid or not provided*	12%	32%	44%	5%	7%	100%
State Total	10%	30%	51%	6%	3%	100%
*Data on student's test accommodation was invalid or was not provided by test administrator.						
**Does not total to 100% due to rounding.						
X: Number tested was fewer than 16; no summaries reported						

It is the goal of the Colorado Department of Education to describe all students' true levels of achievement with accuracy by providing as many students as possible with the opportunity to demonstrate their skills and knowledge in Reading. Since accommodations are used during instruction to provide students with access to information and learning activities, the CSAP allows assessment accommodations that also are used for instruction in Reading. An accommodation is a change made to the assessment procedures that provides a student with an equal opportunity to demonstrate knowledge and skills without affecting the reliability or validity of the assessment. An accommodation does not change the construct being measured, instructional level, content, or the performance criteria. Accommodations are not intended to provide an unfair advantage; they are intended to simply "level the playing field." One accommodation that is **not** allowed because it would provide an unfair advantage and change the construct being measured is Reading the Reading test to the student. The test results would not be a valid indicator of a student's ability to decode print information, but rather, would indicate the student's ability to process and decode auditory information.



Results of accommodated and non-accommodated assessments are shown in Table 15. The vast majority of students who received accommodations in the assessment procedure were special education students and students with disabilities.

### ***Student Performance in Reading by District Size***

**Table 16. Reading Performance of 4th Grade Students by District Size  
CSAP Spring 1998**

District Enrollment	Reading Performance Level					Total
	Unsatisfactory	Partially proficient	Proficient	Advanced	Not tested	
300 or less	7%	34%	51%	6%	3%	101%**
301-600	8%	31%	55%	6%	2%	102%**
601-1200	10%	33%	50%	5%	3%	101%**
1201-6000	10%	31%	51%	6%	2%	100%
6001-24999	9%	29%	53%	7%	3%	101%**
25000 or more	11%	30%	49%	6%	4%	100%
State Total	10%	30%	51%	6%	3%	100%
**Does not total to 100% due to rounding.						

The results of CSAP in Table 16 indicate that, in general, student performance in Reading does not vary substantially by size of school district, indicated by total district enrollment except, that overall, slightly fewer students in the largest districts (25,000 or more students) or districts with enrollments between 601 and 1,200 were proficient or advanced in Reading.

## **Section 2.2 District Performance Levels in Reading**

While only three percent of fourth grade students, on average, were not tested or had invalid tests in Reading, this percentage ranged from zero percent to 14 percent within school districts. Ten districts reported not testing (or invalid tests) for six to 14 percent of their fourth grade students, two to more than four times the state average.

A summary of results of the 1998 CSAP assessment of student performance in Reading for each school district is provided in Table 17 below.

### **District Summaries of Student Performance in Reading**

**Table 17. Reading Performance of 4th Grade Students in Colorado School Districts CSAP Spring 1998**

District Name	% Unsatisfactory	% Partially Proficient	% Proficient	% Advanced	% No Scores Reported
ACADEMY	4	20	65	9	2
ADAMS ARAPAHOE	16	36	37	3	7
ADAMS COUNTY	23	42	32	1	2
AGATE	X	X	X	X	X
AGUILAR	X	X	X	X	X
AKRON	14	14	60	11	0
ALAMOSA	24	34	31	3	8
ARCHULETA	5	32	57	4	1
ARICKAREE	X	X	X	X	X
ARRIBA FLAGLER	13	30	52	0	4
ASPEN	2	24	70	3	1
AULT HIGHLAND	5	30	45	8	12
BAYFIELD	3	39	51	7	0
BENNETT	4	31	61	1	1
BETHUNE	X	X	X	X	x
BIG SANDY	10	26	52	10	3
BOULDER VALLEY	4	22	59	12	3
BRANSON	X	X	X	X	X
BRIGGSDALE	X	X	X	X	X
BRIGHTON	15	38	43	3	1
BRUSH	14	43	39	3	2
BUENA VISTA	10	32	42	9	7
BUFFALO	8	23	62	4	4
BURLINGTON	12	37	46	6	0

BYERS	6	41	53	0	0
CALHAN	8	45	45	0	3
CAMPO	X	X	X	X	X
CANON CITY	12	34	49	4	1
CENTENNIAL	25	46	25	0	4
CENTER	21	48	31	0	0
CHERAW	X	X	X	X	X
CHERRY CREEK	4	21	61	11	4
CHEYENNE COUN	0	33	48	15	4
CHEYENNE MOUN	4	18	62	15	1
CLEAR CREEK	9	29	55	5	3
CSD&B *	X	X	X	X	X
COLORADO SPRI	10	30	53	6	2
CUSTER COUNTY	13	30	50	7	0
COTOPAXI	0	45	45	0	9
CREEDE CONSOL	X	X	X	X	X
CRIPPLE CREEK	9	38	45	3	5
CROWLEY COUNT	7	7	78	9	0
DE BEQUE	X	X	X	X	X
DEER TRAIL	X	X	X	X	X
DEL NORTE	2	40	58	0	0
DELTA COUNTY	8	33	54	3	2
DENVER COUNTY	23	40	30	2	5
DOLORES RE-4A	5	23	70	2	0
DOLORES COUNTY	0	12	82	0	6
DOUGLAS COUNTY	3	23	61	9	4
DURANGO	7	27	56	5	6
EADS	X	X	X	X	X
EAGLE COUNTY	5	27	56	10	1
EAST GRAND	2	26	65	5	2
EAST OTERO	15	35	44	5	1
EAST YUMA COU	4	26	62	7	0
EATON	0	24	64	10	1
EDISON	X	X	X	X	X
ELBERT	0	37	58	0	5
ELIZABETH	6	26	63	4	2
ELLICOTT	18	34	45	3	0
ENGLEWOOD	12	32	51	4	1
ESTES PARK	5	25	56	14	0
EXPEDITIONARY	4	27	58	12	0
FALCON	11	31	54	3	1
FLORENCE	14	29	50	5	3
FORT LUPTON	20	40	35	2	4
FORT MORGAN	14	37	44	4	1
FOUNTAIN	15	38	43	2	2
FOWLER	0	17	77	7	0
FRENCHMAN	X	X	X	X	X

GARFIELD RIFLE	12	40	45	2	1
GARFIELD PARA	23	34	43	0	0
GENOA HUGO	X	X	X	X	X
GILCREST	25	27	39	3	5
GILPIN COUNTY	19	14	62	0	5
GRANADA	5	48	43	5	0
GREELEY	20	35	41	3	1
GUNNISON WATE	5	18	60	14	3
HANOVER	X	X	X	X	X
HARRISON	16	40	39	2	3
HAXTUN	0	18	68	9	5
HAYDEN	5	23	68	5	0
HI PLAINS	X	X	X	X	X
HINSDALE COUN	X	X	X	X	X
HOEHNE REORGA	0	6	53	35	6
HOLLY	8	42	50	0	0
HOLYOKE	2	12	72	14	0
HUERFANO	19	37	36	5	3
IGNACIO	18	47	34	1	0
JEFFERSON COU	7	27	57	7	2
JOHNSTOWN MIL	13	33	51	3	0
JULESBURG	12	35	50	0	4
KARVAL	X	X	X	X	X
KEENESBURG	16	35	45	2	3
KIM REORGANIZED	X	X	X	X	X
KIOWA	4	40	48	8	0
KIT CARSON	X	X	X	X	X
LA VETA	0	14	71	14	0
LAKE COUNTY	5	38	51	5	0
LAMAR	15	34	45	3	3
LAS ANIMAS	10	24	58	3	5
LEWIS PALMER	3	16	67	11	3
LIMON	9	43	45	0	4
LITTLETON	4	21	61	11	3
LONE STAR	X	X	X	X	X
MANCOS	20	33	40	3	3
MANITOU SPRIN	3	25	60	6	6
MANZANOLA	24	33	29	0	14
MAPLETON	14	37	46	2	1
MC CLAVE	0	35	41	18	6
MEEKER	0	16	67	16	0
MESA COUNTY V	11	33	48	5	3
MIAMI YODER	4	13	63	21	0
MOFFAT	X	X	X	X	X
MOFFAT COUNTY	8	32	55	5	0
MONTE VISTA	11	45	45	0	0
MONTEZUMA COR	17	37	38	3	4

MONTROSE COUNT	15	35	44	4	2
MOUNTAIN VALLEY	X	X	X	X	X
NORTH CONEJOS	13	41	41	5	0
NORTH PARK	6	13	63	13	6
NORTHGLENN TH	12	35	47	4	3
NORWOOD	0	24	69	7	0
OTIS	X	X	X	X	X
OURAY	0	35	65	0	0
PARK COUNTY	5	34	59	2	0
PAWNEE	X	X	X	X	X
PEYTON	11	36	45	8	0
PLAINVIEW	X	X	X	X	X
PLATEAU	X	X	X	X	X
PLATEAU VALLE	19	38	42	0	0
PLATTE CANYON	3	19	68	11	0
PLATTE VALLEY RE-7	8	36	51	4	0
PLATTE VALLEY RE-3	X	X	X	X	X
POUDRE	5	23	58	9	5
PRAIRIE	X	X	X	X	X
PRIMERO	8	35	50	4	4
PRITCHETT	X	X	X	X	X
PUEBLO CITY	12	33	47	6	2
PUEBLO COUNTY	11	28	53	7	1
RANGELY	2	37	54	5	3
RIDGWAY	0	5	79	16	0
ROARING FORK	10	33	50	5	1
ROCKY FORD	13	40	36	3	8
SALIDA	6	42	44	6	1
SANFORD	9	39	45	6	0
SANGRE DE CRI	6	39	44	11	0
SARGENT	19	22	56	4	0
SHERIDAN	25	46	28	0	1
SIERRA GRANDE	7	50	43	0	0
SILVERTON	X	X	X	X	X
SOUTH CONEJOS	9	34	51	6	0
SOUTH ROUTT	0	32	68	0	0
SPRINGFIELD	4	39	50	4	4
ST VRAIN VAL	8	27	55	9	1
STEAMBOAT SPR	1	15	68	14	1
STRASBURG	10	41	44	0	5
STRATTON	4	29	63	4	0
SUMMIT	3	23	62	12	1
SWINK	8	23	58	8	4
TELLURIDE	2	16	70	12	0
THOMPSON	6	27	57	8	2
TRINIDAD	3	40	50	5	3
VALLEY	8	25	58	8	3

VILAS	X	X	X	X	X
WALSH	0	38	63	0	0
WELDON VALLEY	X	X	X	X	X
WEST END	10	38	50	2	0
WEST GRAND	0	30	65	5	0
WEST YUMA COU	19	25	46	3	8
WESTMINSTER	14	41	39	2	4
WIDEFIELD	9	36	51	2	1
WIGGINS	11	42	42	3	3
WILEY	14	7	69	10	0
WINDSOR	4	35	51	9	1
WOODLAND PARK	8	21	62	9	0
WOODLIN	X	X	X	X	X

X: Number tested was fewer than 16; no summaries reported.

\*Colorado School for the Deaf and Blind

### **Section 2.3. Performance of Schools Classified by Socioeconomic Status**

This section presents summaries of the performance of students in schools of differing socioeconomic status (SES). Percent of students receiving free or reduced-cost lunch is used as the indicator of school SES. Six levels of SES characterize schools:

- Level 1: 0-25% receiving free or reduced-cost lunch
- Level 2: 26-50% receiving free or reduced-cost lunch
- Level 3: 51-75% receiving free or reduced-cost lunch
- Level 4: 76-100% receiving free or reduced-cost lunch

### **Reading Performance of Students Statewide in Schools Categorized by Percent of Students Receiving Free or Reduced-Cost Lunch**

**Tables 18A-D present the overall summary of results by school SES classification for the state as a whole.**

Level 1: Percent of Students receiving Free/Reduced-Cost Lunch = 0-25%

**Table 18A. Reading Performance of all 4<sup>th</sup> Grade Students  
in School at SES Level 1  
CSAP Spring 1998**

State	Reading Performance Level					Total
	Unsatisfactory	Partially proficient	Proficient	Advanced	Not tested	
Total	5%	24%	59%	9%	3%	100%

**Level 2: Percent of Students Receiving Free/Reduced-Cost Lunch = 26-50%**

**Table 18B. Reading Performance of all 4<sup>th</sup> Grade Students  
In Schools at SES Level 2  
CSAP Spring 1998**

State	Reading Performance Level					Total
	Unsatisfactory	Partially proficient	Proficient	Advanced	Not tested	
Total	10%	32%	50%	5%	3%	100%

**Level 3: Percent of Students Receiving Free/Reduced-Cost Lunch = 51-75%**

**Table 18C. Reading Performance of all 4th Grade Students  
In Schools at SES Level 3  
CSAP Spring 1998**

State	Reading Performance Level					Total
	Unsatisfactory	Partially proficient	Proficient	Advanced	Not tested	
Total	16%	38%	39%	3%	4%	100%

**Level 4: Percent of Students Receiving Free/Reduced-Cost Lunch = 76-100%**

**Table 18D. Reading Performance of all 4th Grade Students  
In Schools at SES Level 4  
CSAP spring 1998**

State	Reading Performance Level					Total
	Unsatisfactory	Partially proficient	Proficient	Advanced	Not tested	
Total	27%	42%	24%	1%	5%	100%



***Part 3***

***Student Performance in Writing***

***Grade 4***

***CSAP Spring 1998***

### **Section 3.1. Performance of 4<sup>th</sup> Grade Students Statewide in Writing**

#### **Number of Students Assessed**

In all, 50,339 of the 52,023 Colorado fourth grade students completed the assessment in Writing during the spring 1998 CSAP. Only three percent, or 1,684 students, were not tested because they: (1) did not complete all testing sessions, shared answers, or made no attempt to respond to the test; (2) were not sufficiently literate in English or Spanish to take either assessment; (3) had a documented parental/guardian refusal; or (4) were working on individual standards rather than on the district-adopted standards for Writing due to the severity of a disability.

**Table 19. Student Assessment Status in Writing  
CSAP Spring 1998**

Student Assessment Status	Number	Percent
Students completing the assessment	50339	96.8%
Test incomplete or invalid	936	1.8%
Not tested: Not literate in English or Spanish	188	.4%
Not tested: Working on individualized standards	499	1%
Not tested: Parental/Guardian refusal	61	.1%
State Total	52023	100.1%

The remainder of this section presents the results of the 1998 student performance in Writing for the State as a whole. The following figure and tables are presented in this section:

Figure 3. Writing Performance of All 4<sup>th</sup> Grade Students: CSAP Spring 1998

Table 20. Writing Performance of All 4th Grade Students: CSAP Spring 1998

Table 21. Writing Performance of 4th Grade Students by Gender: CSAP Spring 1998

Table 22. Writing Performance of 4th Grade Students by Race and Ethnicity:  
CSAP Spring 1998

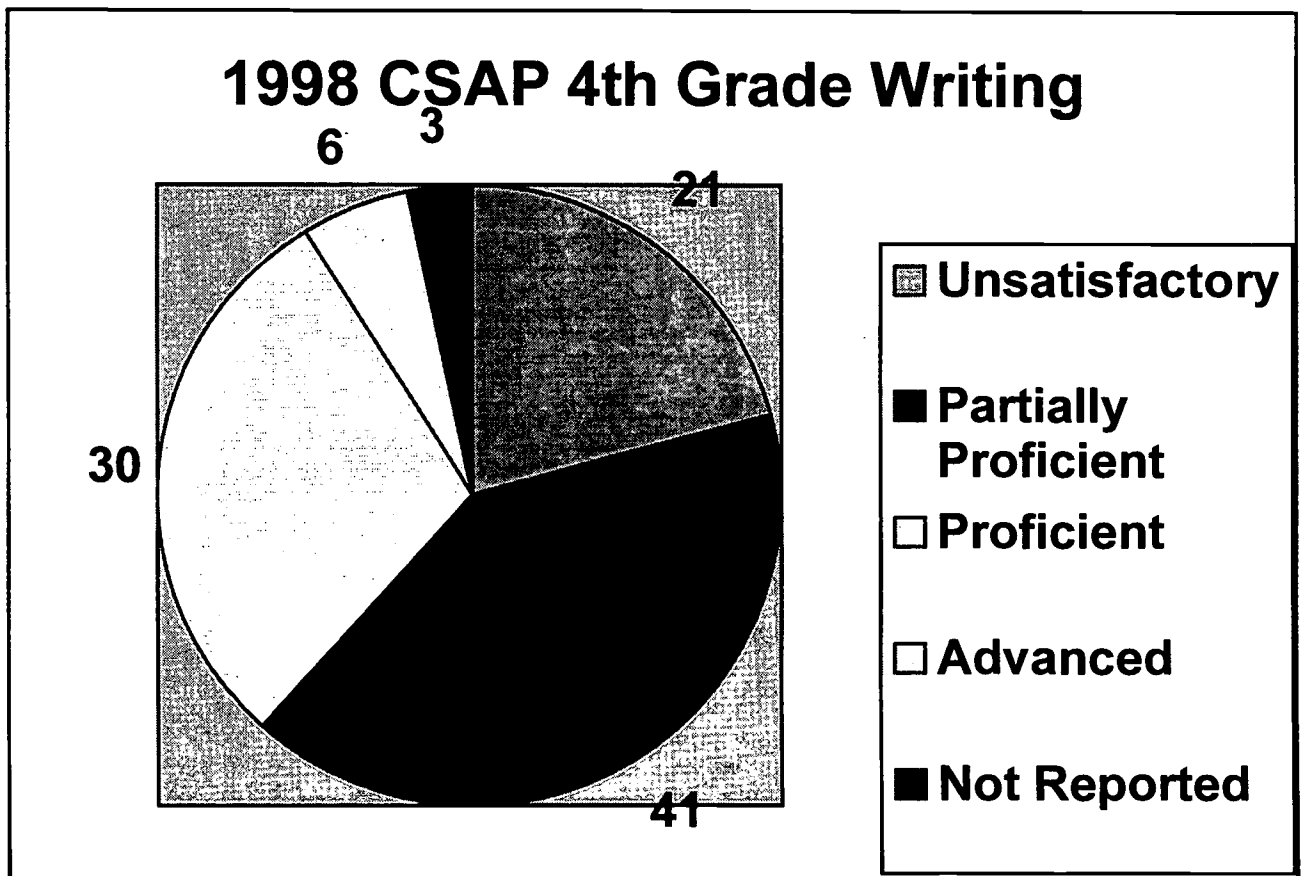
Table 23. Writing Performance of 4th Grade Students by Disabling Condition:  
CSAP Spring 1998

Table 24. Writing Performance of 4th Grade Students by Test Accommodation:  
CSAP Spring 1998

Table 25. Writing Performance of 4th Grade Students by District Size:  
CSAP Spring 1998

## ***Performance of Students Statewide in Writing***

**Figure 3. Writing Performance of All 4th Grade Students  
CSAP Spring 1998**



Four proficiency levels for describing the performance of students on the CSAP Reading and Writing assessments were recommended by the Standards and Assessment Development and Implementation (SADI) Council to the State Board of Education and were adopted on October 3, 1997. A detailed description of the types of knowledge and skills that must be demonstrated for each performance level on the CSAP Reading assessment is provided in Appendix A.

**Table 20. Writing Performance of All 4th Grade Students  
CSAP Spring 1998**

State	Writing Performance Level					Total
	Unsatisfactory	Partially proficient	Proficient	Advanced	Not tested	
Total	21%	41%	30%	6%	3%	101%**

\*\*Does not total to 100% due to rounding.

Table 20 indicates that in 1998, only 36 percent of Colorado fourth grade students were considered proficient or advanced in Writing, while the performance of 21 percent and 41 percent was deemed unsatisfactory or partially proficient, respectively. To be classified as proficient, a student was considered as meeting the State Model Content Standards for Writing. The final category reported, "Not tested," represents students who were not tested due to inadequate literacy in either English or Spanish, parental refusal, or to the severity of a disability that had resulted in the student working on individual standards rather than on the district-adopted standards for Writing. Students who did not complete all testing sessions or whose tests were invalid (e.g., student shared answers, made no attempt to respond to the test) also are contained in this category. It was the intent of the Colorado Department of Education that as many students as possible participate in the assessment. (Accommodations for students' disabilities were allowed in order to increase participation; these are discussed later in this section.) As a result, only three percent of fourth grade students did not participate in the 1998 CSAP assessment of Writing.

### **Student Performance in Writing by Gender**

**Table 21. Writing Performance of 4th Grade Students by Gender  
CSAP Spring 1998**

Gender	Writing Performance Level					Total
	Unsatisfactory	Partially proficient	Proficient	Advanced	Not tested	
Male	24%	43%	26%	4%	4%	101%**
Female	17%	39%	34%	8%	2%	100%
Data invalid or not provided*	22%	37%	27%	4%	10%	100%
State Total	21%	41%	30%	6%	3%	101%**

\*Data on student's gender was invalid (e.g., more than one category marked) or was not provided. \*\*Does not total to 100% due to rounding.

As illustrated in Table 21 the results of the 1998 CSAP indicate that fourth grade girls out performed boys in Writing: 42 percent of the girls and 30 percent of the boys were proficient or above in Writing. The comparative performance of Colorado girls and boys in Writing is consistent with that of students nationally.

### ***Student Performance in Writing by Race and Ethnicity***

***Table 22. Writing Performance of 4th Grade Students by Race and Ethnicity CSAP Spring 1998***

Race/Ethnicity	Writing Performance Level					Total
	Unsatisfactory	Partially proficient	Proficient	Advanced	Not tested	
Asian or Pacific Islander	19%	38%	32%	6%	5%	100%
Black	37%	41%	16%	1%	5%	100%
Hispanic	38%	41%	15%	1%	5%	100%
Native Amer./ Alaska Native	36%	42%	16%	2%	4%	100%
White	15%	41%	35%	7%	2%	100%
Other	17%	43%	31%	7%	2%	100%
Data invalid or not provided*	23%	42%	26%	6%	4%	100%
State Total	21%	41%	30%	6%	3%	101%**
*Data on student's race or ethnicity was invalid (e.g., more than one category marked) or was not provided by the test administrator.						
**Does not total to 100% due to the rounding.						

The 1998 CSAP results shown in Table 22 indicate that Colorado's minority and non-minority students perform similarly to minority students across the Nation. Non-minority (white) and Asian/Pacific Islander students, on average, scored much higher than other minority students did.

## Student Performance in Writing by Disabling Condition

**Table 23. Writing Performance of 4th Grade Students by Disabling Condition CSAP Spring 1998**

Disabling Condition	Writing Performance Level					Total
	Unsatisfactory	Partially proficient	Proficient	Advanced	Not tested	
No disability	16%	42%	33%	6%	2%	99%**
Signif. limited intellec. capacity	45%	3%	1%	0%	51%	100%
Emotional disability	46%	29%	8%	1%	16%	100%
Percept./communi-cative disability	65%	25%	2%	0%	8%	100%
Hearing disability	47%	31%	3%	1%	18%	100%
Visual disability	25%	44%	9%	6%	16%	100%
Physical disability	49%	28%	6%	1%	16%	100%
Autism	19%	30%	6%	0%	45%	100%
Traumatic brain injury	56%	6%	0%	0%	38%	100%
Speech/language disability	52%	34%	7%	1%	7%	101%**
Deaf-blind	22%	46%	22%	2%	9%	101%**
Multiple handicaps	24%	2%	1%	0%	73%	100%
Data invalid or not provided*	20%	42%	29%	4%	5%	100%
State Total	21	41	30	6	3%	101%**
*Data on student's disabling condition was invalid (e.g., more than one category marked) or was not provided by test administrator.						
**Does not total to 100% due to the rounding.						

The results on student performance by separate disabling condition shown in Table 19 should be interpreted with caution. After student test books were returned, it was discovered that many test or school administrators had not provided any information on students' disabilities or that much of the data provided was invalid (e.g., more than one category was marked although the instructions were to mark the single primary disability of the student). Therefore, any inferences based on these data may be unwarranted and invalid.

## Student Performance in Writing by Test Accommodation

**Table 24. Writing Performance of 4th Grade Students by Test Accommodation CSAP Spring 1998**

Test Accommodation	Writing Performance Level					Total
	Unsatisfactory	Partially proficient	Proficient	Advanced	Not tested	
No accommodation	17%	42%	32%	6%	3%	100%
Braille	32%	32%	21%	0%	16%	101%**
Large print	25%	50%	13%	0%	13%	101%**
Teacher-read directions	67%	22%	2%	1%	8%	100%
Scribe	47%	37%	7%	0%	9%	100%
Signing of presentation or response	64%	9%	5%	0%	23%	101%**
Assistive communication device for response	41%	35%	0%	0%	24%	100%
Extended/modified timing/scheduling	47%	35%	11%	2%	5%	100%
Data invalid or not provided*	23%	39%	27%	4%	7%	100%
State Total	21%	41%	30%	6%	3%	101%**
*Data on student's test accommodation was invalid or was not provided by test administrator.						
**Does not total to 100% due to rounding.						
X: Number tested was fewer than 16; no summaries reported						

It is the goal of the Colorado Department of Education to describe all students' true levels of achievement with accuracy by providing as many students as possible with the opportunity to demonstrate their skills and knowledge in Writing. Since accommodations are used during instruction to provide students with access to information and learning activities, the CSAP allows assessment accommodations that also are used for instruction in Writing. An accommodation is a change made to the assessment procedures that provides a student with an equal opportunity to demonstrate knowledge and skills without affecting the reliability or validity of the assessment. An accommodation does not change the construct being measured, instructional level, content, or the performance criteria. Accommodations are not intended to provide an unfair advantage; they are intended to simply "level the playing field." One accommodation that is **not** allowed because it would provide an unfair advantage and change the construct being measured is Reading the Reading test to the student. The test results would not be a valid indicator of a student's ability to decode print information, but rather, would indicate the student's ability to process and decode auditory information.

On the other hand, Reading the Writing test to the student is allowed because that accommodation does not change the constructs being measured in the same way that Reading the Reading test does.

Results of accommodated and non-accommodated assessments are shown in Table 24 above. The vast majority of students who received accommodations in the assessment procedure were special education students and students with disabilities.

### ***Student Performance in Writing by District Size***

***Table 25. Writing Performance of 4th Grade Students by District Size  
CSAP Spring 1998***

District Enrollment	Writing Performance Level					Total
	Unsatisfactory	Partially proficient	Proficient	Advanced	Not tested	
300 or less	22%	44%	28%	3%	3%	100%
301-600	19%	45%	29%	5%	1%	99%**
601-1200	23%	45%	26%	4%	2%	100%
1201-6000	22%	43%	28%	5%	2%	100%
6001-24999	18%	41%	32%	6%	3%	100%
25000 or more	22%	39%	29%	6%	4%	100%
State Total	21%	41%	30%	6%	3%	101%**
**Does not total to 100% due to rounding.						

The results of CSAP in Table 25 indicate that, in general, student performance in Writing does not vary substantially by size of school district, indicated by total district enrollment except, that overall, students in districts with enrollments between 6,001 and 25,000 students performed slightly better than students in other districts; 38 percent were proficient or advanced in Writing, compared to 36 percent statewide.



## Section 3.2. District Performance Levels in Writing

While only three percent of fourth grade students, on average, were not tested or had invalid tests in Writing, this percentage ranged from zero percent to 11 percent within school districts. Eleven districts reported not testing (or invalid tests) for six to 11 percent of their fourth grade students, one-and-a-half to over three times the state average.

A summary of results of the 1998 CSAP assessment of student performance in Writing for each school district is provided in Table 26 below.

### *District Summaries of Student Performance in Writing*

**Table 26. Writing Performance of 4th Grade Students in Colorado School Districts  
CSAP Spring 1998**

District Name	% Unsatisfactory	% Partially Proficient	% Proficient	% Advanced	% No Scores Reported
ACADEMY	10	38	42	8	2
ADAMS ARAPAHOE	31	41	19	2	7
ADAMS COUNTY	33	46	18	1	2
AGATE	X	X	X	X	X
AGUILAR	X	X	X	X	X
AKRON	20	40	34	6	0
ALAMOSA	45	32	14	0	9
ARCHULETA	25	54	18	3	0
ARICKAREE	0	33	50	17	0
ARRIBA FLAGLER	X	X	X	X	X
ASPEN	7	54	32	2	5
AULT HIGHLAND	15	47	24	3	10
BAYFIELD	12	42	40	6	0
BENNETT	12	51	31	4	1
BETHUNE	X	X	X	X	X
BIG SANDY	13	48	26	6	6
BOULDER VALLEY	12	37	37	11	3
BRANSON	X	X	X	X	X
BRIGGS DALE	X	X	X	X	X
BRIGHTON	28	47	19	4	2
BRUSH	42	40	13	2	4
BUENA VISTA	20	45	23	7	4
BUFFALO	15	54	27	4	0
BURLINGTON	26	44	28	1	0

BYERS	34	41	25	0	0
CALHAN	18	60	23	0	0
CAMPO	X	X	X	X	X
CANON CITY	28	44	25	3	0
CENTENNIAL	71	21	7	0	0
CENTER	52	38	10	0	0
CHERAW	X	X	X	X	X
CHERRY CREEK	9	35	43	10	4
CHEYENNE	11	52	37	0	0
CHEYENNE MTN	9	35	42	14	0
CLEAR CREEK	20	38	32	9	1
CSD&B *	X	X	X	X	X
COLORADO SPRINGS	18	42	30	6	4
CUSTER COUNTY	10	60	23	3	3
COTOPAXI	23	41	23	5	9
CREEDE L	X	X	X	X	X
CRIPPLE CREEK	28	42	23	4	4
CROWLEY	7	27	53	11	2
DE BEQUE	X	X	X	X	X
DEER TRAIL	X	X	X	X	X
DEL NORTE	19	58	23	0	0
DELTA COUNTY	19	48	27	2	4
DENVER COUNTY	40	38	15	2	5
DOLORES RE-4A	19	42	35	0	5
DOLORES CITY	12	24	59	0	6
DOUGLAS	10	39	40	7	4
DURANGO	16	46	27	4	7
EADS	X	X	X	X	X
EAGLE COUNTY	14	40	38	8	1
EAST GRAND	4	47	38	9	2
EAST OTERO	29	44	22	4	1
EAST YUMA	6	53	37	4	0
EATON	11	55	29	2	2
EDISON	X	X	X	X	X
ELBERT	21	53	26	0	0
ELIZABETH	14	44	34	5	2
ELLICOTT	29	45	26	0	0
ENGLEWOOD	21	43	26	6	3
ESTES PARK	8	47	37	8	0
EXPEDITIONARY	19	46	31	4	0
FALCON	18	48	28	4	1
FLORENCE	32	38	23	6	1
FORT LUPTON	44	45	5	1	5
FORT MORGAN	28	46	21	3	1
FOUNTAIN	28	43	22	4	2
FOWLER	10	33	50	7	0
FRENCHMAN	X	X	X	X	X

GARFIELD RIFLE	26	48	23	2	2
GARFIELD PARA	38	52	10	0	0
GENOA HUGO	X	X	X	X	X
GILCREST	32	38	23	1	5
GILPIN COUNTY	29	38	33	0	0
GRANADA	29	52	19	0	0
GREELEY	32	41	21	3	2
GUNNISON WATE	11	45	38	3	3
HANOVER	X	X	X	X	X
HARRISON	28	46	20	2	4
HAXTUN	0	36	50	9	5
HAYDEN	14	64	23	0	0
HI PLAINS	X	X	X	X	X
HINSDALE	X	X	X	X	X
HOEHNE	6	18	41	29	6
HOLLY	14	53	22	11	0
HOLYOKE	4	34	44	18	0
HUERFANO	40	35	19	4	3
IGNACIO	43	42	13	0	1
JEFFERSON	15	40	36	7	2
JOHNSTOWN	14	52	29	4	1
JULESBURG	26	37	22	7	7
KARVAL	X	X	X	X	X
KEENESBURG	29	46	23	2	0
KIM	X	X	X	X	X
KIOWA	32	44	24	0	0
KIT CARSON	X	X	X	X	X
LA VETA	0	24	43	33	0
LAKE	22	55	17	4	1
LAMAR	26	44	23	3	3
LAS ANIMAS	21	32	39	5	3
LEWIS PALMER	7	41	41	8	3
LIMON	9	55	32	0	4
LITTLETON	9	33	44	10	4
LONE STAR	X	X	X	X	X
MANCOS	30	40	23	7	0
MANITOU SPRINGS	7	38	45	5	6
MANZANOLA	52	19	19	0	10
MAPLETON	29	43	25	2	1
MC CLAVE	24	35	41	0	0
MEEKER	10	43	31	16	0
MESA COUNTY	22	45	26	5	3
MIAMI YODER	8	21	58	13	0
MOFFAT	X	X	X	X	X
MOFFAT COUNTY	17	46	27	9	1
MONTE VISTA	32	43	24	1	0
MONTEZUMA	35	39	18	2	6

MONTROSE	27	46	22	2	2
MOUNTAIN VALLEY	X	X	X	X	X
NORTH CONEJOS	23	54	17	3	2
NORTH PARK	13	25	50	13	0
NORTHGLENN	24	42	26	4	4
NORWOOD	10	52	31	7	0
OTIS	X	X	X	X	X
OURAY	6	53	41	0	0
PARK COUNTY	11	61	25	2	2
PAWNEE	X	X	X	X	X
PEYTON	25	45	26	4	0
PLAINVIEW	X	X	X	X	X
PLATEAU	X	X	X	X	X
PLATEAU VALLEY	31	46	23	0	0
PLATTE CANYON	10	34	44	12	0
PLATTE VALLEY RE-7	17	43	38	3	0
PLATTE VALLEY RE-3	X	X	X	X	X
POUDRE	11	36	39	8	6
PRAIRIE	X	X	X	X	X
PRIMERO	46	27	23	0	4
PRITCHETT	X	X	X	X	X
PUEBLO CITY	23	46	27	3	2
PUEBLO COUNTY	22	39	33	5	1
RANGELY	17	56	21	3	3
RIDGWAY	5	32	42	11	11
ROARING FORK	28	45	22	4	1
ROCKY FORD	32	44	16	2	6
SALIDA	18	42	32	8	1
SANFORD	24	61	15	0	0
SANGRE DE CRI STO	17	39	39	6	0
SARGENT	37	37	19	7	0
SHERIDAN	47	39	15	0	0
SIERRA GRANDE	24	66	10	0	0
SILVERTON	X	X	X	X	X
SOUTH CONEJOS	31	49	20	0	0
SOUTH ROUTT	13	45	35	6	0
SPRINGFIELD	21	57	21	0	0
ST VRAIN VALLEY	17	38	36	8	2
STEAMBOAT SPRING	7	45	43	4	1
STRASBURG	13	54	28	5	0
STRATTON	13	46	38	4	0
SUMMIT	8	37	46	9	1
SWINK	15	31	38	12	4
TELLURIDE	8	28	52	10	2
THOMPSON	13	39	36	9	3
TRINIDAD	22	52	20	3	3
VALLEY	15	44	31	8	2

VILAS	X	X	X	X	X
WALSH	25	56	19	0	0
WELDON VALLEY	X	X	X	X	X
WEST END	14	52	29	5	0
WEST GRAND	24	54	22	0	0
WEST YUMA	27	51	15	0	8
WESTMINSTER	29	45	20	2	4
WIDFIELD	18	46	31	4	1
WIGGINS	24	55	18	0	3
WILEY	14	45	31	10	0
WINDSOR	14	42	33	8	3
WOODLAND PARK	17	39	35	9	0
WOODLIN	X	X	X	X	X

X: Number tested was fewer than 16; no summaries reported.

\*Colorado School for the Deaf and Blind

### Section 3.3. Performance of Schools Classified by Socioeconomic Status

This section presents summaries of the performance of students in schools of differing socioeconomic status (SES). Percent of students receiving free or reduced-cost lunch is used as the indicator of school SES. Four levels of SES characterize schools:

- Level 1: 0-25% receiving free or reduced-cost lunch
- Level 2: 26-50% % receiving free or reduced-cost lunch
- Level 3: 51-75%% receiving free or reduced-cost lunch
- Level 4: 76-100% receiving free or reduced-cost lunch

#### ***Writing Performance of Students Statewide in Schools Categorized by Percent of Students Receiving Free or Reduced-Cost Lunch***

***Tables 27A-D present the overall summary of results by school SES classification for the state as a whole.***

#### ***Level 1: Percent of Students Receiving Free/Reduced-Cost Lunch = 0-25%***

***Table 27A. Reading Performance of all 4th Grade Students  
In Schools at SES Level 1  
CSAP Spring 1998***

State	Writing Performance Level					Total
	Unsatisfactory	Partially proficient	Proficient	Advanced	Not tested	
Total	13%	38%	38%	8%	3%	100%

#### ***Level 2: Percent of Students Receiving Free/Reduced-Cost Lunch = 26-50%***

***Table 28B. Writing Performance of all 4th Grade Students  
In Schools at SES Level 2  
CSAP Spring 1997***

State	Writing Performance Level					Total
	Unsatisfactory	Partially proficient	Proficient	Advanced	Not tested	
Total	20%	43%	29%	5%	3%	100%

**Level 3: Percent of Students Receiving Free/Reduced-Cost Lunch = 51-75%**

**Table 28C. Writing Performance of all 4th Grade Students  
In Schools at SES Level 3  
CSAP Spring 1998**

State	Writing Performance Level					Total
	Unsatisfactory	Partially proficient	Proficient	Advanced	Not tested	
Total	31%	44%	19%	2%	4%	100%

**Level 4: Percent of Students Receiving Free/Reduced-Cost Lunch = 76-100%**

**Table 28D. Writing Performance of all 4th Grade Students  
In Schools at SES Level 4  
CSAP Spring 1997**

State	Writing Performance Level					Total
	Unsatisfactory	Partially proficient	Proficient	Advanced	Not tested	
Total	47%	36%	11%	1%	6%	100%

## **Appendix A**



**Colorado Student Assessment Program**  
Performance Level Descriptors  
**Grade 3 Reading, English Version**  
Adopted by the State Board  
September 10, 1998

**UNSATISFACTORY**

Third grade students are unsatisfactory in Reading Comprehension when they read narratives and simple expository texts with familiar content with little evidence of literal comprehension.

**PARTIALLY PROFICIENT**

Third grade students are partially proficient in Reading Comprehension when they can comprehend simple narrative and/or expository text with familiar content on a literal level. They are able to:

- Demonstrate limited accuracy in the identification and sequencing of facts and events
- Demonstrate minimal understanding in a written response
- Demonstrate understanding of simple vocabulary.

**PROFICIENT**

Third grade students are proficient in Reading Comprehension when they can comprehend longer and increasingly difficult text, including poetry. They are able to:

- Draw inferences from what they read
- Follow directions
- Identify main idea and supporting details
- Accurately and thoroughly sequence events
- Draw conclusions
- Determine cause and effect
- Reread and search to confirm obvious information and meaning
- Demonstrate their thorough understanding of text through a written response
- Understand vocabulary essential to the text.

## **ADVANCED**

Third grade students are advanced in Reading Comprehension when they can comprehend a variety of texts including narrative (such as realistic fiction, fantasy, and legends), expository, and poetry in an in-depth manner.

They are able to:

- Restate and evaluate main idea and significant details, problem and solution, and cause and effect
- Paraphrase and summarize information
- Analyze the sequence of events
- Identify and infer character traits and motives, the theme of a narrative, and meaning from figurative language, including metaphor and personification
- Interpret complex or content specific vocabulary
- Reread and search text to confirm less obvious information and meaning
- Draw conclusions by inferring from the text using higher levels of thinking.

(Third Grade Students only have one Standard)

**Colorado Student Assessment Program**  
**Proficiency Level Descriptions for Grade 4 Reading**  
**Adopted by the State Board of Education**  
**October 3, 1997**

**UNSATISFACTORY**

**Standard 1**

A student who has received an unsatisfactory proficiency rating may demonstrate evidence of minimal or very general comprehension (i.e., gist) of a text that has substantial textual or visual support/clues.

**Standard 4**

A student who has received an unsatisfactory proficiency rating may give inconsistent responses to a specific task when predicting or drawing conclusions using text and/or visual clues.

**Standard 5**

A student who has received an unsatisfactory proficiency rating may demonstrate limited accuracy in the identification and use of facts presented in the text.

**Standard 6**

A student who has received an unsatisfactory proficiency rating may respond to simple story elements (e.g., character, setting, and plot) at a literal level.

**PARTIALLY PROFICIENT**

**Standard 1**

A partially proficient student demonstrates use of limited strategies to comprehend Reading materials by:

- Using context clues to comprehend word meanings
- Recalling details to answer questions
- Skimming to locate a limited number of details.

**Standard 4**

A partially proficient student demonstrates analysis of a text by using a graphic organizer to categorize facts.

**Standard 5**

A partially proficient student begins to demonstrate accurate identification and use of information presented in the text.

**Standard 6**

A partially proficient student demonstrates the ability to Read and respond to literature by:

- Classifying vocabulary in a basic way
- Understanding a text (e.g., poem) at a literal level
- Recalling details to answer questions.

## **PROFICIENT**

### **Standard 1**

A proficient student demonstrates comprehension of a variety of Reading selections by using multiple strategies:

- context and visual clues
- word parts (prefixes and suffixes)
- multiple word meanings and idiomatic expressions
- factual recall and discrimination
- sequencing
- main idea
- inference
- written summary with factual support

### **Standard 4**

A proficient student responds to a specific text by:

- understanding and following directions
- recognizing the author's point of view and purpose
- expressing a character's reactions or explaining a reaction to the text
- locating relevant information
- defining a problem or a solution
- making predictions and drawing conclusions based on the information

### **Standard 5**

A proficient student demonstrates the accurate use of information from a variety of sources by:

- differentiating among printed materials
- reading for information that contains multiple steps
- analyzing and discriminating among various media
- identifying details from relevant information
- extracting information from a complex stimulus (e.g., graph, chart, table, or text)

### **Standard 6**

A proficient student demonstrates the ability to read and respond to literature by:

- identifying characters' reactions and motives for their actions
- identifying sequence and several details to adequately answer a question
- supporting an opinion with general ideas from text
- classifying familiar vocabulary in new ways
- interpreting poetry in a concrete manner with a limited understanding of figurative language (e.g., personification)

## **ADVANCED**

### **Standard 1**

An advanced student uses multiple strategies to read a variety of selections to demonstrate a deeper understanding (e.g., insight into text) by:

- writing a complete, thorough summary
- completing complex non-linear sequencing
- recalling details with inference (e.g., making connections between details or ideas)
- using context clues with words with unusual or abstract meanings

### **Standard 4**

An advanced student responds to a specific text by:

- thoroughly categorizing facts and details using a graphic organizer
- differentiating fact and opinion
- evaluating the main idea
- defining both a problem and a solution
- defending and thoroughly supporting a reaction to a text
- interpreting the author's style

### **Standard 5**

An advanced student demonstrates skill in finding and using information from a complex variety of sources by:

- identifying and using the organizational features of a book (e.g., glossary, index, or table of contents)
- following a complex set of instructions
- discriminating among a wide variety of reference materials
- applying reasoning skills
- interpreting factual material displayed in a non-traditional way

### **Standard 6**

An advanced student demonstrates the ability to read and respond to literature by:

- generating character traits and motives for characters' actions
- identifying many details from context to thoroughly answer a question
- supporting an opinion with specific details from text
- classifying vocabulary in abstract ways
- interpreting poetry and folk tales in a more abstract manner with a more complete understanding of figurative language (e.g., personification, symbolism)

**Colorado Student Assessment Program  
Proficiency Level Descriptions for Grade 4 Writing  
Adopted by the State Board of Education  
October 3, 1997**

**UNSATISFACTORY**

In independently revised narrative Writing, \* the student response displays the following characteristics:

- unfocused and disorganized writing
- irrelevant details that may not support the topic or relate to the purpose
- age-inappropriate vocabulary
- illegible portions
- sentences or fragments
- errors in conventions that make writing difficult to read

In independently unversed narrative, expository, and descriptive paragraphs, \*\* the student response displays the following characteristics:

- irrelevant or insufficient details that impede meaning
- limited word choice and sentence structure
- illegible portions

**PARTIALLY PROFICIENT**

In independently revised narrative Writing, \* the student response displays the following characteristics:

- minimally focused and organized writing with general ideas related to the purpose
- irrelevant details or information
- errors in conventions that may distract from meaning
- more complete sentences than fragments
- appropriate vocabulary with occasional lapses in accuracy

---

\* This is a Writing prompt in which the students plan, draft, revise, write final copy, and use a Writer's Checklist to proofread their work. This is done by the students on demand, without peer or teacher conferences, and without editing tools (dictionaries, spell check, etc.)

\*\* This is an extended response in which students are asked to write a paragraph. Because this is on-demand Writing with a set time, students are concentrating on generating ideas rather than on refining or focusing their thoughts.

In independently unversed narrative paragraphs, \*\* the student response displays the following characteristics:

- random and fragmented ideas
- limited and repetitive word choice and sentence structure

Given a sentence or a paragraph, the student displays some knowledge of editing sentence structure (including subject/verb agreement, modifiers, capitalization, and punctuation).

## **PROFICIENT**

In independently revised narrative Writing, \* the student response displays the following characteristics:

- Mostly focused and organized writing
- Details included, most of which are relevant
- Age-appropriate vocabulary
- Simple sentence patterns
- Errors in conventions do not distract from meaning

In independently unversed narrative, expository, and descriptive paragraphs, \*\* the student response displays the following characteristics:

- ideas connected to the specified purpose
- simple and familiar word choice
- simple sentence structure

Given a sentence or a paragraph, the student can edit text for run-on sentences, subject/verb agreement, and use of appropriate vocabulary, punctuation, capitalization, and proper use of most modifiers.

---

\* This is a Writing prompt in which the students plan, draft, revise, write final copy, and use a Writer's Checklist to proofread their work. This is done by the students on demand, without peer or teacher conferences, and without editing tools (dictionaries, spell check, etc.)

\*\* This is an extended response in which students are asked to write a paragraph. Because this is on-demand Writing with a set time, students are concentrating on generating ideas rather than on refining or focusing their thoughts.

## **ADVANCED**

In independently revised narrative Writing, \* the student response displays the following characteristics:

- clear, focused, fluent, developed, and organized writing for the purpose specified in the prompt
- details and word choice that support the central idea and are appropriate for the given audience
- variety of sentence structure
- minor errors in mechanics, spelling, and usage

In independently unversed narrative, expository, and descriptive paragraphs, \*\* the student response displays the following characteristics:

- relevant details, examples, and anecdotes that support the central idea
- accurate and specific word choice

Given a sentence or a paragraph, the student displays a strong grasp of editing (including concepts such as homonyms and advanced vocabulary).

---

\* This is a Writing prompt in which the students plan, draft, revise, write final copy, and use a Writer's Checklist to proofread their work. This is done by the students on demand, without peer or teacher conferences, and without editing tools (dictionaries, spell check, etc.)

\*\* This is an extended response in which students are asked to write a paragraph. Because this is on-demand Writing with a set time, students are concentrating on generating ideas rather than on refining or focusing their thoughts.





**U.S. Department of Education**  
Office of Educational Research and Improvement (OERI)  
National Library of Education (NLE)  
Educational Resources Information Center (ERIC)



## **NOTICE**

### **REPRODUCTION BASIS**



This document is covered by a signed "Reproduction Release (Blanket)" form (on file within the ERIC system), encompassing all or classes of documents from its source organization and, therefore, does not require a "Specific Document" Release form.



This document is Federally-funded, or carries its own permission to reproduce, or is otherwise in the public domain and, therefore, may be reproduced by ERIC without a signed Reproduction Release form (either "Specific Document" or "Blanket").